
History and Social Science Standards of Learning

for Virginia
Public Schools

Secondary
Courses

History and Social Science Standards of Learning

Goals

The study of history and the social sciences is vital in a democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others with an interest in public education.

The History and Social Science Standards of Learning are designed to

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed and responsible citizenship;
- develop students' skills in debate, discussion, and writing; and
- provide students with a framework for continuing education in history and the social sciences.

History

History should be the integrative core of the curriculum, in which both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) come to life. Through the study of history, students can better understand their own society as well as others. By better understanding the relationship between past and present, students will be better equipped to deal with the problems that might arise in the future. Students will understand chronological thinking, the connection between causes and effects and between continuity and change. History enables students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals.

Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the earth's places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student's home community are affected by conditions and events in distant places. Geographic themes include location, place, human environment, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery, to interpret graphs, tables, diagrams, and pic-

tures, to observe and record information, and to assess information from various sources.

Civics

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. Students should develop an understanding of the values and principles of American constitutional democracy. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.

Economics

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. In order to maintain that strength, American citizens must understand the basic economic principles that underlie the market economy. They must understand how our own economic system works, as well as how other systems work. They must learn to make wise economic decisions about their own lives and become intelligent consumers, employers, and

workers. A solid grounding in economics will help students prepare for the global marketplace and the complex world of tomorrow.

Organizational Framework

Achievement of the History and Social Science Standards will be enhanced by close coordination with the English curriculum. The English Standards require that a high percentage of required reading relate to topics studied in history and the social sciences.

The Board of Education believes that these standards can best be achieved in a curriculum organized substantially along the lines of the framework outlined below. Indeed, consideration of scope and sequence has been an integral part of the process of developing new standards of learning. We believe, for instance, that the two halves of United States and world history should be taught in consecutive grade levels. The Board recognizes, however, that a local school division may wish to adopt a different organizational framework as long as students are able to achieve the required standards.

Kindergarten–Grade Three

Introduction to History and the Social Sciences

Grade Four

Virginia Studies: 1607 to Present

Grade Five

United States History to 1877

Grade Six

United States History: 1877 to Present

Grade Seven

Civics and Economics

Grade Eight

World History to 1000 A.D.

Grade Nine

World History: 1000 A.D. to Present

Grade Ten

World Geography

Grade Eleven

United States History

Grade Twelve

United States and Virginia Government

Computer/Technology Standards

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines. Skills are identified in this document at grades five and eight.

Grade Eight

World History to 1000 A.D.

The standards for the eighth grade enable students to explore the historical development of people, places, and patterns of life from ancient times until about 1000 A.D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills, and technology skills.

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| <p>8.1 The student will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, with emphasis on</p> <ul style="list-style-type: none">• the impact of geography on hunter-gatherer societies;• characteristics of hunter-gatherer societies;• toolmaking and use of fire;• technological and social advancements that gave rise to stable communities; and• how archeological discoveries are changing our knowledge of early peoples. | <p>8.2 The student will compare selected ancient river civilizations, including Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations (such as the Hebrew and Phoenician kingdoms and the Persian Empire), in terms of</p> <ul style="list-style-type: none">• location in time and place;• the development of social, political, and economic patterns;• the development of religious traditions; and• the development of language and writing. <p>8.3 The student will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C.,</p> |
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in terms of its impact on Western civilization, with emphasis on

- the influence of geography on Greek economic, social, and political development;
- Greek mythology and religion;
- the impact of Greek commerce and colonies on the Mediterranean region;
- the social structure, significance of citizenship, and development of democracy in the city-state of Athens;
- the significance of the Persian Wars and the Peloponnesian Wars;
- life in Athens during the Golden Age of Pericles;
- the contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architects, scientists, and mathematicians; and
- the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.

8.4 The student will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization, with emphasis on

- the influence of geography on Roman economic, social, and political development;
- Roman mythology and religion;
- the social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
- Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
- the roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome;
- the collapse of the Republic and the rise of imperial monarchs;
- the economic, social, and political impact of the Pax Romana;
- the origin, traditions, customs, beliefs, and spread of Christianity;
- the origin, traditions, customs, beliefs, and spread of Judaism;
- the development and significance of the Catholic Church in the late Roman Empire;
- contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law; and

- the reasons for the decline and fall of the Roman Empire.

8.5 The student will analyze the conflict between the Muslim world and Christendom from the 7th to the 11th century A.D., in terms of its impact on Western civilization, with emphasis on

- the origin, traditions, customs, beliefs, and spread of Islam;
- theological differences between Islam and Christianity;
- cultural differences between Muslims and Christians;
- religious, political, and economic competition in the Mediterranean region; and
- historical turning points that affected the spread and influence of both religious cultures.

8.6 The student will describe, analyze, and evaluate the history of the Byzantine Empire and Russia from about 300 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on

- the establishment of Constantinople as the capital of the Roman Empire;
- the expansion of the Byzantine Empire and economy;
- codification of Roman law and preservation of Greek and Roman traditions;
- conflicts that led to a split between the Roman Catholic and Greek Orthodox churches;
- Byzantine art and architecture; and
- Byzantine influence on Russia and Eastern Europe.

8.7 The student will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on

- the structure of feudal society and its economic, social, and political effects;
- the Age of Charlemagne and the revival of the idea of the Roman Empire;
- the invasions and settlements of the Magyars and the Vikings, including Angles and Saxons in Britain; and
- the spread and influence of Christianity throughout Europe.

8.8 The student will describe and compare selected civilizations in Asia, Africa, and the Americas, in terms of chronology, location, geography, social structures, form of government, economy, religion, and contribution to later civilizations, including

- India, with emphasis on the caste system; the traditions, customs, beliefs, and significance of Hindu-

ism; and the conquest by Moslem Turks;

- China, with emphasis on the T'ang dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall;
- Japan, with emphasis on the development and significance of Shinto and Buddhist religious traditions, and the influence of Chinese culture;
- the kingdoms of Kush in eastern Africa and Ghana in western Africa; and
- the Mayan and Aztec civilizations.

8.9 The student will give examples of the practice of slavery from the earliest civilizations to 1000 A.D.

8.10 The student will improve skills in historical research and geographical analysis by

- identifying, analyzing, and interpreting primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.;
- identifying, analyzing, and interpreting global population distribution in the Middle Ages;
- identifying and comparing contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.; and
- identifying and comparing the distribution of major religious cultures in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

Grade Nine

World History: 1000 A.D. to the Present

The standards for ninth-grade students cover history and geography from the late Middle Ages (1000 A.D.) to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

9.1 The student will demonstrate an understanding of the state of the world about 1000 A.D. by summarizing

- the institution of feudalism in Europe and the rise of towns and commerce;
- the location and leadership of major Western European kingdoms;
- the location and culture of the Byzantine and Muslim empires;
- the location and culture of empires in India, China, Japan, sub-Saharan Africa, and Central America;
- the role of the Roman Catholic Church in Europe; and
- the conflict between Christian and Muslim cultures.

9.2 The student will analyze the patterns of social, economic, and political change and cultural achievement in the late Medieval period, including

- the emergence of nation-states (Spain, France, England, Russia) and distinctive political developments in each;
- conflicts among Eurasian powers including the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks;
- patterns of crisis and recovery including the Black Death; and
- the preservation of Greek and Roman philosophy, medicine, and science.

9.3 The student will analyze the historical developments of the Renaissance, including

- economic foundations of the Renaissance, including European interaction with Muslims, increased trade, role of the Medicis, and new economic practices;
- the rise of Italian city-states;

- artistic, literary, and intellectual creativity, including Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period;
 - Machiavelli's theory of government as described in *The Prince*; and
 - differences between the Italian and the Northern Renaissance.
- 9.4 The student will analyze the historical developments of the Reformation, including
- the effects of the theological, political, and economic differences that emerged during the Reformation, including the views and actions of Martin Luther, John Calvin, Henry VIII and the divorce issue;
 - the influence of religious conflicts on government actions, including the Edict of Nantes in France; and
 - the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, including the beginnings of religious toleration and the spread of democracy.
- 9.5 The student will analyze the impact of European expansion into the Americas, Africa, and Asia (16th through 19th centuries), in terms of
- the roles of explorers/conquistadors;
 - migration, settlement patterns, and cultural diffusion;
 - the exchange of technology, ideas, and agricultural practices;
 - the trade in slaves, tobacco, rum, furs, and gold;
 - the introduction of new diseases;
 - the influence of Christianity;
 - economic and cultural transformations (e.g., plants like tobacco and corn became available in new places, arrival of the horse in the Americas, etc.);
 - competition for resources and the rise of mercantilism;
 - the commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and market systems; and
 - social classes in the colonized areas.
- 9.6 The student will compare Judaism, Christianity, Islam, Buddhism, and Hinduism, in terms of
- major leaders and events;
 - sacred writings;
 - traditions, customs, and beliefs;
 - monotheistic versus polytheistic views;
 - geographic distribution at different times;
 - political, social, and economic influences of each; and
 - long-standing religious conflicts and recent manifestations (e.g., Ireland, Middle East conflict, Bosnia, etc.).
- 9.7 The student will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries (Age of Absolutism, the Enlightenment, and the Age of Reason), in terms of
- the establishment of absolute monarchies by Louis XIV, Frederick the Great, and Peter the Great;
 - the Glorious Revolution in England and the French Revolution;
 - the ideas of significant people, including Hobbes, Locke, Montesquieu, Rousseau, and Jefferson;
 - how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States;
 - new scientific theories, including those of Newton, Kepler, Copernicus, Galileo, and others (e.g., Harvey, Franklin);
 - how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas;
 - the flowering of the arts, philosophy, and literature (e.g., Voltaire, Diderot, Delacroix, Bach, and Mozart); and
 - the influence of religious beliefs on art, politics, science, and commerce.
- 9.8 The student will describe political developments in Europe in the 19th century, including
- the Congress of Vienna;
 - expansion of democracy in Europe, including the effects of urbanization, revolutions of 1848, and British reform laws;
 - unification of Germany and the role of Bismarck; and
 - unification of Italy and the role of Garibaldi.
- 9.9 The student will analyze and explain the effects of the Industrial Revolution, in terms of
- the rise of industrial economies and their link to imperialism and colonialism;
 - how scientific and technological changes, including the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change;
 - the emergence of capitalism and free enterprise as a dominant economic pattern;
 - responses to capitalism including utopianism, socialism, and communism;
 - how the status of women and children reflected changes in society;

- the evolution of work and labor, including the slave trade, mining and manufacturing, and the union movement;
 - applying economic reasoning and cost-benefit analysis to societal issues; and
 - the transformation of Asia and Africa by expanding European commercial power.
- 9.10 The student will analyze major historical events of the 20th century, in terms of
- causes and effects of World War I and World War II;
 - the Russian Revolution;
 - the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan;
 - the political, social, and economic impact of worldwide depression in the 1930's;
 - the Nazi Holocaust and other examples of genocide;
 - new technologies, including atomic power, and their influence on the patterns of conflict;
 - economic and military power shifts since 1945, including the rise of Germany and Japan as economic powers;
- revolutionary movements in Asia and their leaders, including Mao Zedong and Ho Chi Minh;
 - how African and Asian countries achieved independence from European colonial rule, including India under Gandhi and Kenya under Kenyatta and how they have fared under self-rule;
 - regional and political conflicts including Korea and Vietnam; and
 - the beginning and end of the Cold War and the collapse of the Soviet Union.
- 9.11 The student will demonstrate skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources and artifacts;
 - validating sources as to their authenticity, authority, credibility, and possible bias;
 - comparing trends in global population distribution since the 10th century;
 - constructing various time lines of key events, periods, and personalities since the 10th century;
 - identifying and analyzing major shifts in national political boundaries in Europe since 1815; and
 - identifying the distribution of major religious cultures in the contemporary world.

Grade Ten

World Geography

The focus of this course is the study of the world's people, places, and environments with historical emphasis on Asia, Latin America, Africa, and the Middle East. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, its countries and regions, land forms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using texts, maps, globes, graphs, pictures, stories, diagrams, charts, and a variety of geographic, inquiry/research, and technology skills, students consider the relationships between people and places while asking and answering geographic questions.

- 10.1 The student will use maps, globes, photographs, and pictures to analyze the physical and human landscapes of the world in order to
- recognize the different map projections and explain the concept of distortion;
 - show how maps reflect particular historical and political perspectives;
 - apply the concepts of scale, orientation, latitude and longitude;
- create and compare political, physical, and thematic maps of countries and regions; and
 - identify regional climatic patterns and weather phenomena and relate them to events in the contemporary world.
- 10.2 The student will analyze how selected physical and ecological processes shape the Earth's surface, in terms of
- how humans influence and are influenced by the environment; and

- how people's ideas and relationship to the environment change over time, particularly in response to new technologies.
- 10.3 The student will explain how
- geographic regions change over time;
 - characteristics of regions have led to regional labels;
 - regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events; and
 - technological advances have led to increasing interaction among regions.
- 10.4 The student will analyze how certain cultural characteristics can link or divide regions, in terms of language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history.
- 10.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population, in terms of settlement patterns and the location of natural and capital resources.
- 10.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- 10.7 The student will locate and identify by name the major countries in each region and the world's major rivers, mountain ranges, and surrounding bodies of water.
- 10.8 The student will identify natural hazards, describe their characteristics, explain their impact on human and physical systems, and assess efforts to manage their consequences in developed and less developed regions.
- 10.9 The student will identify natural, human, and capital resources, describe their distribution, and explain their significance, in terms of location of contemporary and selected historical economic and land-use regions.
- 10.10 The student will analyze the patterns of urban development, in terms of site and situation, the function of towns and cities, and problems related to human mobility, social structure, and the environment.
- 10.11 The student will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, in terms of physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.
- 10.12 The student will analyze the patterns and networks of economic interdependence, with emphasis on formation of multi national economic unions, international trade, and the theory of competitive advantage, in terms of job specialization, competition for resources, and access to labor, technology, transportation, and communications.
- 10.13 The student will distinguish between developed and developing countries and relate the level of economic development to the quality of life.
- 10.14 The student will analyze the forces of conflict and cooperation as they influence
- the way in which the world is divided among independent countries and dependencies;
 - disputes over borders, resources, and settlement areas;
 - the historic and future ability of nations to survive and prosper; and
 - the role of multinational organizations.
- 10.15 The student will apply geography to interpret the past, understand the present, and plan for the future by
- using a variety of maps, charts, and documents to explain historical migration of people, expansion and disintegration of empires, and the growth of economic systems; and
 - relating current events to the physical and human characteristics of places and regions.

Grade Eleven

United States History

The standards for eleventh-grade students cover the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history.

- 11.1 The student will analyze and explain the contacts between American Indians and European settlers during the Age of Discovery, in terms of
 - economic and cultural characteristics of the groups;
 - motives and strategies of the explorers and settlers;
 - impact of European settlement on the American Indians; and
 - legacies of contact, cooperation, and conflict from that period.
- 11.2 The student will compare the colonization of Virginia with that of other American colonies, in terms of
 - motivations of ethnic, religious, and other immigrants and their influences on the settlement of colonies;
 - economic activity;
 - political developments; and
 - social customs, the arts, and religious beliefs.
- 11.3 The student will analyze and explain events and ideas of the Revolutionary Period, with emphasis on
 - changes in British policies that provoked the American colonists;
 - the debate within America concerning separation from Britain;
 - the Declaration of Independence and “Common Sense;”
 - individuals, including Virginians, who provided leadership in the Revolution; and
 - key battles, military turning points, and key strategic decisions.
- 11.4 The student will analyze the events and ideas of the Constitutional Era, with emphasis on
 - new constitutions in Virginia and other states, the Virginia Statute of Religious Freedom, the Virginia Declaration of Rights, and the Articles of Confederation;
 - issues and policies affecting relations among existing and future states, including the Northwest Ordinance;
 - the Constitutional Convention, including the leadership of James Madison and George Washington;
 - the struggle for ratification of the Constitution, including the Federalist Papers and the arguments of the Anti-Federalists; and
 - the addition of the Bill of Rights to the Constitution.
- 11.5 The student will analyze and explain events of the Early National Period, with emphasis on
 - organization of the national government under the new Constitution;
 - major domestic and foreign affairs issues facing the first presidents and Congress;
 - the development of political parties;
 - the impact of Supreme Court decisions affecting interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*;
 - foreign relations and conflicts, including the War of 1812 and the Monroe Doctrine;
 - the Louisiana Purchase and the acquisition of Florida; and
 - economic development, trade, tariffs, taxation, and trends in the national debt.
- 11.6 The student will analyze the causes and effects of major events of the Civil War and Reconstruction, including
 - slavery;
 - States’ Rights Doctrine;
 - tariffs and trade;
 - settlement of the West;
 - secession;
 - military advantages of the Union and the Confederacy;
 - threat of foreign intervention;
 - economic and political impact of the war;
 - roles played by individual leaders; and
 - impact of Reconstruction policies on the South.
- 11.7 The student will analyze the impact of immigration on American life, in terms of
 - contributions of immigrant groups and individuals; and
 - ethnic conflict and discrimination.

- 11.8 The student will summarize causes and effects of the Industrial Revolution, with emphasis on
- new inventions and industrial production methods;
 - new technologies in transportation and communication;
 - incentives for capitalism and free enterprise;
 - the impact of immigration on the labor supply and the movement to organize workers;
 - government policies affecting trade, monopolies, taxation, and money supply;
 - expansion of international markets; and
 - the impact of industrialization, urbanization, and immigration on American society.
- 11.9 The student will analyze and explain the importance of World War I, in terms of
- the end of the Ottoman Empire and the creation of new states in the Middle East;
 - the declining role of Great Britain and the expanding role of the United States in world affairs;
 - political, social, and economic change in Europe and the United States; and
 - causes of World War II.
- 11.10 The student will analyze and explain the Great Depression, with emphasis on
- causes and effects of changes in business cycles;
 - weaknesses in key sectors of the economy in the late 1920's;
 - United States government economic policies in the late 1920's;
 - causes and effects of the Stock Market Crash;
 - the impact of the Depression on the American people;
 - the impact of New Deal economic policies; and
 - the impact of the expanded role of government in the economy since the 1930's.
- 11.11 The student will demonstrate an understanding of the origins and effects of World War II, with emphasis on
- the rise and aggression of totalitarian regimes in Germany, Italy, and Japan;
 - the role of the Soviet Union;
 - appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war;
 - the impact of mobilization for war, at home and abroad;
 - major battles, military turning points, and key strategic decisions;
 - the Holocaust and its impact; and
 - the reshaping of the United States' role in world affairs after the war.
- 11.12 The student will analyze and explain United States foreign policy since World War II, with emphasis on
- the origins and both foreign and domestic consequences of the Cold War;
 - communist containment policies in Europe, Latin America, and Asia;
 - the strategic and economic factors in Middle East policy;
 - relations with South Africa and other African nations;
 - the collapse of communism and the end of the Cold War; and
 - new challenges to America's leadership role in the world.
- 11.13 The student will evaluate federal civil rights and voting rights developments since the 1950's, in terms of
- the Brown v. Board of Education decision and its impact on education;
 - civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment;
 - reapportionment cases and voting rights legislation and their impact on political participation and representation; and
 - affirmative action.
- 11.14 The student will demonstrate an understanding of domestic policy issues in contemporary American society by
- comparing conservative and liberal economic strategies;
 - explaining current patterns of Supreme Court decisions and evaluating their impact; and
 - comparing the positions of the political parties and interest groups on major issues.
- 11.15 The student will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to
- locate and explain the location and expansion of the original colonies;
 - trace the advance of the frontier and the territorial expansion of the United States and explain how it was influenced by the physical environment;
 - locate new states as they were added to the Union;
 - understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups;
 - compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade; and

- analyze the political, social, and economic implications of demographic changes in the nation over time.
- 11.16 The student will interpret the significance of excerpts from famous speeches and documents in United States history, including “The Letter from Birmingham Jail,” “Speak softly and carry a big stick...,” “The Gettysburg Address,” and “The Virginia Statute of Religious Freedom.”
- 11.17 The student will develop skills for historical analysis, including the ability to
- analyze documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.);
 - evaluate the authenticity, authority, and credibility of sources;
 - formulate historical questions and defend findings based on inquiry and interpretation;
 - develop perspectives of time and place, including the construction of various time lines of events,
- periods, and personalities in American history; and
 - communicate findings orally, in brief analytical essays, and in a comprehensive paper.
- 11.18 The student will develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled. Such issues include
- civil disobedience vs. the rule of law;
 - slavery and its impact;
 - the relationship of government to the individual in economic planning and social programs;
 - freedom of the press vs. the right to a fair trial;
 - the tension between majority rule and minority rights;
 - problems of intolerance toward racial, ethnic, and religious groups in American society; and
 - the evolution of rights, freedoms, and protections through political and social movements.

Grade Twelve

United States and Virginia Government

The standards for the study of United States and Virginia government will ensure that graduates of Virginia’s public schools understand the origins and workings of the American and Virginia political systems. The standards require that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy.

- 12.1 The student will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.
- 12.2 The student will identify examples of fundamental American political principles contained in the Virginia Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, and will compare them to principles of government and law developed by leading European political thinkers such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.
- 12.3 The student will analyze the amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.
- 12.4 The student will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, with emphasis on basic freedoms, due process, equal protection of the law, and government powers, and will analyze the historical trends and contemporary patterns of United States Supreme Court decisions.
- 12.5 The student will identify and explain fundamental concepts of democracy, with emphasis placed on equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.
- 12.6 The student will analyze in writing, discussion, and

- debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, including conflicts between
- majority rule and minority rights;
 - individual rights and the public interest;
 - levels of taxation and the expectation of public services; and
 - state and national authority in a federal system.
- 12.7 The student will analyze and compare national and state governments, with emphasis on
- the structures, functions, and authority of each;
 - the principles of federalism, separation of powers, and checks and balances;
 - the extent to which power is shared rather than divided or separated; and
 - procedures for constitutional amendment.
- 12.8 The student will explain how United States and Virginia legislative, executive, and judicial institutions make public policy, in terms of
- legislation, regulations, executive orders, and judicial review;
 - constitutional requirements and institutional procedures; and
 - specific policies related to foreign affairs, civil rights, and economics and the budget.
- 12.9 The student will identify and distinguish among the units of local governments in Virginia, including counties, cities, towns, and regional authorities and will analyze a local public issue.
- 12.10 The student will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.
- 12.11 The student will describe campaigns for national, state, and local elective office, including
- the nominating process;
 - campaign funding and spending;
 - the influence of media coverage, campaign advertising, and public opinion polls;
 - demographic causes and political effects of reapportionment and redistricting;
 - voter turnout and the constituencies of the major political parties; and
 - the Electoral College.
- 12.12 The student will explain the rights, responsibilities, and benefits of citizenship in the United States and Virginia.
- 12.13 The student will develop the skills needed for informed participation in public affairs by
- analyzing public issues;
 - evaluating candidates for public office;
 - evaluating the performance of public officials; and
 - communicating with public officials.
- 12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of
- the structures and powers of political institutions;
 - the rights and powers of the governed including grass roots citizen movements;
 - economic goals and institutions and the role of government in the economy;
 - the relationships between economic freedom and political freedom; and
 - the allocation of resources and its impact on productivity.
- 12.15 The student will analyze the United States market economy, in terms of
- labor, capital, and natural resources;
 - the interaction of supply and demand in markets;
 - the role of private ownership, private enterprise, and profits;
 - the relationships of households, firms, and government;
 - labor/management relationships; and
 - relationships to the global economy.
- 12.16 The student will analyze the role of government in the United States economy, with emphasis on
- monetary and fiscal policies;
 - interstate commerce and international trade policies;
 - providing favorable conditions for markets;
 - providing public goods and services;
 - protecting the environment; and
 - promoting economic growth.
- 12.17 The student will evaluate the effect of monetary and fiscal policies on personal economic well-being including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.
- 12.18 The student will define common economic terms, including productivity, recession, depression, the business cycle, and inflation, and explain and interpret indicators of economic performance, including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.

Computer/Technology Standards of Learning

by the End of Grade Eight

for Virginia
Public Schools

Computer/Technology Standards by the End of Grade Eight

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

Minimum skills that students should acquire by the end of **Grade 8** include the following:

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| <p>C/T8.1 The student will communicate through application software.</p> <ul style="list-style-type: none">• Compose and edit a multipage document at the keyboard, using word processing skills and the writing process steps.• Communicate with spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.• Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.• Use advanced publishing software, graphics programs, and scanners to produce page layouts.• Integrate databases, graphics, and spreadsheets into word-processed documents. <p>C/T8.2 The student will communicate through networks and telecommunication.</p> <ul style="list-style-type: none">• Use local and worldwide network communication systems.• Develop hypermedia "home page" documents that can be accessed by worldwide networks. | <p>C/T8.3 The student will have a basic understanding of computer processing, storing, retrieval and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.</p> <p>C/T8.4 The student will process, store, retrieve, and transmit electronic information.</p> <ul style="list-style-type: none">• Use search strategies to retrieve electronic information.• Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information.• Use laser discs with a computer in an interactive mode.• Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.• Use databases to perform research. |
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